

<b>CODE OF CONDUCT FOR STAFF</b>
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As stated in the school's mission statement:

*New Hall, a Catholic boarding and day school, provides  
the best start in life, enabling students  
to meet confidently the challenges of the wider world.*

*Here academic excellence is achieved in surroundings  
where relationships are based on  
care, trust and respect.*

*We welcome students from many traditions,  
building a Christian community that has at its heart  
prayer and service to others.*

The distinctive nature of New Hall is that its life is based on the vision of Christ in which all learning, growing, service, freedom and relationships are seen as part of a growth in the knowledge, love and experience of God. Our school should therefore be characterised by mutual trust, respect and concern if we are to teach students to learn, to serve, to forgive and to care.

All who attend, work and live at New Hall will aim to uphold these ideals.

We will work to produce a community of:

- trust
- honesty
- respect for all
- respect for the environment
- service and care for others

In our community, we see Christ in everyone we meet so that:

- every student is treated as an individual
- students are able to grow and develop their potential, free from fear and bullying
- there is a partnership between home and school
- teachers are able to educate in an atmosphere of learning and co-operation

Relationships between staff and students at New Hall School are friendly and mutually respectful. This Code has been formulated in order to maintain this balance.

### **Purpose and application of the Code of Conduct for staff**

1. **Purpose:** Relationships with fellow staff, employees, governors, contractors, visitors, volunteers, students and their parents, guardians or carers should be reasonable and mutually respectful at all times. This Code has been produced to place the welfare of children at the centre of the school and its culture and to ensure that all those who work in the school and may have contact with children are clear on the rules of conduct and the expectations of the school. Children place trust in those connected to the school creating obligations which we must all meet to ensure the successful outcomes achieved by the children in our care.

2. This Code has regard to the School's Safeguarding and Child Protection Policy and Procedures and the following (collectively referred to in this Code as the **Guidance**):
  - 2.1 *Keeping children safe in education* (September 2016) (**KCSIE**):
    - 2.1.1 KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (June 2016);
    - 2.1.2 KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015).
  - 2.2 *Working together to safeguard children* (March 2015) (**WT**):
    - 2.2.1 WT refers to the non-statutory advice: *Information sharing* (March 2015).
  - 2.3 *Prevent Duty Guidance: for England and Wales* (2015) (**Prevent**). Prevent is supplemented by :
    - 2.3.1 *The Prevent duty: Departmental advice for schools and childminders* (June 2015);
    - 2.3.2 *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (2015)
    - 2.3.3 *The use of social media for online radicalisation* (July 2015).
  - 2.4 Guidance on Female Genital Mutilation, to include:
    - 2.4.1 *Multi-agency statutory guidance on female genital mutilation* (April 2016)
    - 2.4.2 Home Office statutory guidance *Mandatory Reporting of Female Genital Mutilation: procedural information* (October 2015).
    - 2.4.3 Guidance published by the Department for Health which provides useful information and support for health professionals which will be taken into account by the School's medical staff.
3. The purpose of the Code is to:
  - 3.1 confirm and reinforce the professional responsibilities of staff (both teaching and non-teaching)
  - 3.2 clarify the legal position in relation to sensitive aspects of staff / student relationships
  - 3.3 set out the expectations of standards and behaviour to be maintained within the school
  - 3.4 to help adults establish safe practices and reduce the risk of false accusations or improper conduct.
4. **Application:** The Code of Conduct (**Code**) applies to all staff working in the school (**school**), whether paid or unpaid, whatever their position, role or

responsibilities and **staff** includes employees, governors, visiting music & sports staff, contractors, work experience students and volunteers. We recognise that many staff are also parents of students at the school and as such, have relationships with students outside of the school as a parent of a friend. **This Code is not applicable to the distinct relationship that a staff member may have as a parent of a student at New Hall School, other than in the requirement to abide by the normal rules of appropriate behaviour when employed to work in a school environment.**

5. **Your duty:** It is the contractual duty of every member of staff to observe the rules and obligations in this Code. You should also follow the guidance.. The school also has a duty of care to its staff, parents, guardians or carers and students and the implementation of the practices in this Code will help to discharge that duty.
6. **Wrongdoing:** All staff are required to report their own wrongdoing, or any wrongdoing or proposed wrongdoing of any other member of staff or any conduct which they may suspect to be inappropriate to the Principal. The School operates a Whistleblowing Policy which is contained within this Employment Manual.
7. **Application with other policies:** The Code should be read in conjunction with the School's Safeguarding and Child Protection Policy and Procedures and Whistleblowing Policy.

### Guiding principles

#### 8. Principles for all staff

- 8.1 All staff should put the wellbeing, development and progress of all students first by:
  - 8.1.1 taking all reasonable steps to ensure the safety and wellbeing of pupils under their supervision;
  - 8.1.2 using professional expertise and judgment for the best interests of pupils in their care;
  - 8.1.3 demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;
  - 8.1.4 raising concerns about the practices of teachers or other professionals where these may have a negative impact on students' learning or progress, or may put students at risk;
  - 8.1.5 being familiar with the school's Safeguarding and Child Protection Policy and Procedures;
  - 8.1.6 reading and understanding Part 1, and where appropriate Annex A, of KCSIE (September 2016);
  - 8.1.7 knowing the identity of the current Designated Safeguarding Lead and their Deputy;

- 8.1.8 knowing the role, identity and contact details of the Nominated Safeguarding Governor; and
  - 8.1.9 being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the student due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten students.
- 8.2 All staff should demonstrate respect for diversity and take steps to promote equality by:
- 8.2.1 acting appropriately and in accordance with this Code of Conduct, towards all pupils, parents, guardians or carers and colleagues;
  - 8.2.2 complying with the school's anti-bullying, Equal Opportunities and Dignity at Work policies and this Code of Conduct;
  - 8.2.3 addressing issues of discrimination and bullying whenever they arise;
  - 8.2.4 helping to create a fair and inclusive school environment.
- 8.3 All staff should work as part of a unified staff body by:
- 8.3.1 developing productive and supportive relationships with colleagues;
  - 8.3.2 exercising any management responsibilities in a respectful, inclusive and fair manner;
  - 8.3.3 complying with all school policies and procedures;
  - 8.3.4 participating in the school's development and improvement activities;
  - 8.3.5 recognising the role of the school in the life of the local community; and
  - 8.3.6 upholding the school's reputation and standing within the local community and building trust and confidence in it.
- 8.4 All staff should understand that the school has a legal duty to have regard to the need to prevent people from being drawn into terrorism, and consequently should be aware of:
- 8.4.1 what extremism and radicalisation means and why people - including students and fellow staff members - may be vulnerable to being drawn into terrorism as a consequence of it;
  - 8.4.2 what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it; and

8.4.3 how to obtain support for people who may be being exploited by radicalising influences.

## 9. **Additional principles for teachers**

9.1 Teachers must report to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

9.2 Teachers should take responsibility for maintaining the quality of their teaching practice by:

9.2.1 meeting the professional standards for teaching applicable to their role and position within the school;

9.2.2 reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;

9.2.3 helping pupils to become confident and successful learners; and

9.2.4 establishing productive relationships with parents, guardians or carers by:

(a) providing accessible and accurate information about their child's progress;

(b) involving them in important decisions about their child's education;

(c) complying with this Code.

9.3 Teachers should maintain public trust and confidence in the school and in the profession by:

9.3.1 demonstrating honesty and integrity;

9.3.2 understanding and upholding their duty to safeguard the welfare of children and young people;

9.3.3 maintaining reasonable standards of behaviour whether inside or outside of normal school hours and whether on or off the school's site;

9.3.4 maintaining an effective learning environment.

## **Guidance on staff / student relationships**

10. **Application:** Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to

ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of Staff. This guidance applies to all adults working in this school, and not just teachers.

11. **Sexual contact:** Staff must not:
  - 11.1 have any type of sexual relationship with a student or students;
  - 11.2 have sexually suggestive or provocative communications with a student;
  - 11.3 make sexual remarks to or about a student; and
  - 11.4 discuss their own sexual relationships in the presence of student.
12. **Abuse of a position of trust and Inappropriate relationships with school students:** Sexual relationships or sexual contact with any students, or encouraging a relationship to develop in a way which might lead to a sexual relationship or any relationship just considered inappropriate with any student at the school is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution. It is the criminal offence of an abuse of a position of trust to have any sexual relationship with any school student under the age of 18, and whilst not a criminal offence, it is a breach of this Code and considered to be gross misconduct to have a sexual relationship with any student of this school, even if over the age of 18.
13. **Inappropriate relationships with students at another school:** Forming inappropriate relationships with children or young people who are pupils or students at another school will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct. Such behaviour tends to bring the school into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with pupils and students at the school. Whilst not necessarily a criminal offence, the school considers it inappropriate for staff to form inappropriate relationships with a pupil of any school, irrespective of their age.
14. **General guidance:** You should be aware of the general guidance that will apply in all cases. In particular you:
  - 14.1 need to exercise professional judgment but always act within the spirit of these guidelines. If you are involved in a situation where no specific guidance exists, you should discuss the circumstances with the Designated Safeguarding Lead. A written record should be kept that includes justification for any action taken;
  - 14.2 must be aware of the risks of peer-on-peer abuse and be familiar with procedures for handling allegations against other children and bullying as set out in the school's Safeguarding and Child Protection Policy and Procedures;
  - 14.3 must be familiar with procedures for reporting concerns in accordance with the school's Whistleblowing Policy and be aware that if staff raise concerns about working practices at the school to the Designated Safeguarding Lead or an appropriate senior member of staff that they will be protected from detriment under the Whistleblowing Policy;

- 14.4 must be familiar with the local reporting guidelines and the Local Safeguarding Children Board reporting threshold document in respect of any concerns relating to children;
- 14.5 must be familiar with procedures for handling allegations against staff as set out in the school's Safeguarding and Child Protection Policy and Procedures;
- 14.6 must seek guidance from the Designated Safeguarding Lead if you are in any doubt about appropriate conduct;
- 14.7 must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or a group of pupils to the Designated Safeguarding Lead.
15. **Behaviour giving particular cause for concern:** You should take particular care when dealing with a student who:
- 15.1 appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection
- 15.2 appears to hold a grudge against you
- 15.3 acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over-familiar
- 15.4 may have reason to make up an allegation to cover the fact that s/he has not worked hard enough for public examinations.
16. **Procedure to be followed in these cases:** Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under the school's Safeguarding and Child Protection Policy and Procedures.
17. **Record keeping:** Comprehensive records are essential. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Any incident involving children that could give cause for concern, must always be reported promptly to the Designated Safeguarding Lead in accordance with the school's Safeguarding and Child Protection Policy and Procedures. If there is any doubt about recording requirements this should be discussed with the Designated Safeguarding Lead.
18. **Good order and discipline:** Staff in charge or control of students must maintain good order and discipline at all times when students are present on school premises and whenever students are engaged in authorised school activities, whether on school premises or elsewhere.

**General conduct**

19. **School property:** You must take proper care when using school property and you must not use school property for any unauthorised use or for private gain.

20. **Use of premises:** You must not carry out any work or activity on school premises other than pursuant to your terms and conditions of employment without the prior permission of the Principal.

### Meetings with students

21. **One-to-one meetings:** If you are teaching one student, or conducting a one-to-one meeting or teaching session with a student, you should take particular care in the following ways:
- 21.1 when working alone with a student is an integral part of your role, you must complete a 1-1 risk assessment form;
  - 21.2 use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place;
  - 21.3 arrange the meeting during normal school hours when there are plenty of other people about;
  - 21.4 do not continue the meeting for any longer than is necessary to achieve its purposes;
  - 21.5 avoid sitting or standing in close proximity to the student, except as necessary to check work;
  - 21.6 avoid using "engaged" or equivalent signs on doors or windows;
  - 21.7 avoid idle discussion;
  - 21.8 avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
  - 21.9 avoid any conduct that could be taken as a sexual advance;
  - 21.10 report any incident that causes you concern to the Designated Safeguarding Lead under the school's Safeguarding and Child Protection Policy and Procedures, and make a written record (signed and dated); and
  - 21.11 report to the Designated Safeguarding Lead any situation where a student becomes distressed or angry
22. **Pre-arranged meetings:** Pre-arranged meetings with students outside of school premises should not be permitted unless approval is obtained from their parents, guardians or carers and the Deputy Principal/Head of Preparatory Division/Designated Safeguarding Lead. If you are holding such a meeting, you should inform colleagues before the meeting.
23. **Home visits:** In some circumstances home visits are necessary. You should:
- 23.1 discuss the purpose of any visit with senior colleagues including the Designated Safeguarding Lead and adhere to any agreed work plan / contract;

- 23.2 follow the risk management strategy and ensure appropriate risk assessments are in place. Where there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague;
  - 23.3 not visit unannounced if this can be avoided;
  - 23.4 leave the door open where you will be alone with students;
  - 23.5 keep records detailing times of arrival and departure, and work undertaken;
  - 23.6 ensure that any behaviour or situation that gives rise to a concern is reported and actioned;
  - 23.7 discuss with the Designated Safeguarding Lead anything that gives cause for concern in accordance with the School's Safeguarding and Child Protection Policy and Procedures; and
  - 23.8 have a mobile telephone and an emergency contact.
24. **The use of personal living space:** Students should not be in, or invited into, the personal living space of any member of staff, unless agreed with the parents, guardians or carers and the Director of Boarding/Designated Safeguarding Lead. Students should not be asked to assist with chores or tasks in the personal living space. Personal living spaces should not be used as an additional resource for the school.

### Language and appearance

25. **Language:** You should use appropriate language at all times. You should:
- 25.1 avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of personal affection to a student/s either personally or in writing (e.g. be aware of the appropriateness of messages in birthday cards, text messages, e-mails etc);
  - 25.2 avoid any form of aggressive or threatening words;
  - 25.3 avoid any words or actions that are over-familiar;
  - 25.4 not swear, blaspheme or use any sort of offensive language in front of students;
  - 25.5 avoid the use of sarcasm or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about anyone. Any sanctions should be in accordance with the school's Behaviour Policy;
  - 25.6 be aware that some parts of the curriculum may raise sexually explicit subject matters. Care should be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.

26. **Dress:** You are expected to conform to the Catholic ethos of the school in terms of dress and you should dress appropriately and in a professional manner. Dress must not be offensive, distracting, revealing, or sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed. Body Art/Tattoos should be covered up at all times when at work. Unless uniform is provided, men should wear a shirt and tie with either a suit or smart trousers. Ladies should be smartly dressed, avoid wearing excessively short skirts and should wear smart shoes during term time. Sandals may be worn during school holidays but flip flops are not permitted to be worn at any time at work.

### The use of force or physical restraint

27. **Physical restraint:** All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other staff who are authorised by the Principal to have control or charge of students, may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a student from doing, or continuing to do any of the following:
- 27.1 committing a criminal offence;
  - 27.2 injuring themselves or others;
  - 27.3 causing damage to property, including their own;
  - 27.4 engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.
28. **Application of code of restraint:** This applies when a teacher, or other authorised person, is on school premises and when s/he is in control or charge of the student elsewhere, for example on a field trip or other authorised out of school activity. It only applies where no other form of control is available and where it is necessary to intervene.
29. **Before intervening:** Before intervening physically you should, wherever practicable, tell the student to stop and what will happen if s/he does not. You should continue attempting to communicate with the student throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. You should always avoid touching or holding a student in a way that might be considered indecent. You should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.
30. **Inform senior staff:** You should inform the Principal/Head of Preparatory Division immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report

as soon as possible afterwards. This should include written and signed accounts of those involved, including the student. The parents, guardians or carers should be informed the same day. In Pre-Reception/Early Years, the parents, guardians or carers will be informed about any use of force on the same day or as soon as reasonably practicable. The Principal/Head of Preparatory Division will advise as to when parents should be contacted.

31. **Action taken in self-defence or in an emergency:** The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a student is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.
32. **Using reasonable force:** There is no legal definition of "reasonable force". It will always depend on the circumstances. Note that:
  - 32.1 any use of force should be proportionate to the behaviour of the student involved and the seriousness of the harm prevented
  - 32.2 physical force could not be justified to prevent a student from committing a trivial misdemeanour
  - 32.3 any force should always be the minimum needed to achieve the desired result
  - 32.4 whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

#### **Physical contact in other circumstances**

33. **When physical contact may be appropriate:** Physical contact with a student may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact should be in response to the student's needs, of limited duration and appropriate to the student's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.
34. **Guidance on using physical contact:** You should observe the following guidelines (where applicable):
  - 34.1 explain the intended action to the student
  - 34.2 do not proceed with the action if the student appears to be apprehensive or reluctant, or if you have other concerns about the student's likely reaction
  - 34.3 ensure that the door is open and if you are in any doubt, ask a colleague or another student to be present during the demonstration

- 34.4 consider alternatives if it appears likely that the student might misinterpret the contact.
35. **Report concerns:** If you are at all concerned about any instance of physical contact, inform the Principal/Head of Preparatory Division without delay, and make a written record in the incident book and on the student's file if necessary.
36. **Offering comfort to distressed students:** Touching may be appropriate where a student is in distress and needs comforting. You should use your own professional judgement when you feel a student needs this kind of support and should be aware of any special circumstances relating to the student. For example, a child who has been abused may find physical contact particularly difficult. You should always notify the Principal/Head of Preparatory Division when comfort has been offered, record the action and should seek guidance if unsure whether it would be appropriate in a particular case.
37. **Administering first aid:** First Aid should only be administered by trained staff, or the School Paramedic/EMT/Welfare Assistant. When administering first aid, you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the school's health and safety at work rules, and parents, guardians or carers should be informed. Staff should:
- 37.1 adhere to the school's policy on administering first aid / medication;
- 37.2 comply with the necessary reporting requirements;
- 37.3 make other adults aware of the task that is being undertaken;
- 37.4 explain what is happening;
- 37.5 report and record the administration of first aid;
- 37.6 have regard to any health plans;
- 37.7 ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.
38. **Students' entitlement to privacy:** Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:
- 38.1 avoid physical contact or visually intrusive behaviour when children are undressed;
- 38.2 announce yourself when entering changing rooms and avoid remaining unless required;
- 38.3 not shower or change in the same place as children;
- 38.4 not assist with any personal care task which a student can undertake themselves.

39. **Intimate care:** Sometimes intimate care is required, for example when assisting with toileting or removing wet clothes, particularly for Preparatory school pupils.
- You should:
- 39.1 Advise other staff of the task being undertaken and consult where there is any change from the agreed procedure. A record should be kept of the justification for any variations and this information should be shared with parents, guardians or carers;
  - 39.2 explain to the child what is happening;
  - 39.3 comply with applicable professional codes of practice, as appropriate;
  - 39.4 comply with regularly reviewed, formally agreed plans, as appropriate.
40. **Where a child has been abused:** Where a child has previously been abused, staff should be informed on a 'need to know' basis, and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the student and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Designated Safeguarding Lead, Principal and where appropriate parents, guardians or carers.
41. **Children with special educational needs or disabilities:** Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny. The Designated Safeguarding Lead/Director of Learning Development will establish whether any reasonable adjustments are required for such pupils.

**Code of conduct for contact outside school (The boarding provision is deemed to be inside school).** *This section is applicable to the professional relationship between a member of staff and a student only and does not include the relationship that a member of staff may have as a parent of a student in the school.*

42. **Contact outside school:** You should avoid unnecessary contact with students outside school. You should:
- 42.1 not give students your home address, home telephone number, mobile telephone number or e-mail address;
  - 42.2 not send personal communications (such as birthday cards, text messages etc) to children unless agreed with the Principal/Head of Preparatory Division;
  - 42.3 not make arrangements to meet students, individually or in groups, outside school other than on school trips authorised by the Principal/Head of Preparatory Division;
  - 42.4 avoid contacting students at home unless this is strictly necessary, and you should keep a record of any such occasion;

- 42.5 not give a student a lift in your own vehicle other than on school business and with permission from the Principal;
  - 42.6 avoid inviting students (groups or individuals) to your home unless there is a good reason or it has been approved by management (Residential staff should refer to the Boarding Policy);
  - 42.7 report and record any situation which may place a child at risk or which may compromise the school's or your professional standing;
  - 42.8 ensure that students do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour;
  - 42.9 ensure that social contact with students, their parents, guardians or carers is always transparent and professional;
  - 42.10 Not link with students on any form of social media, unless with the express permission of the Principal/Head of Preparatory Division.
43. **Social contact:** You should be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as inappropriate, an abuse of a position of trust or as grooming. Any social contact that could give rise to concern should be reported to the Principal.
44. **Friendships with parents, guardians or carers and students:** Members of staff who are friends with parents, guardians or carers of students or who, for example, are voluntary workers in youth organisations attended by students, will of course have contact with those students outside school. However, members of staff should still respect the above advice wherever possible and should keep the Principal/Head of Preparatory Division informed of such relationships.
45. **Scope of application of code on contact outside school:** The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the school. There are separate, more detailed guidelines for school trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are pupils at another school.
46. **Transporting students:** There may be some situations when staff are required to transport pupils. You should:
- 46.1 ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive;
  - 46.2 be aware that until the student is passed over to a parent / carer, you have responsibility for that student's health and safety;
  - 46.3 ensure your line manager or a member of SLMT is aware of the journey;
  - 46.4 record and be able to justify impromptu or emergency lifts;

- 46.5 ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc;
- 46.6 wherever practicable, you should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort.
- 47. **After school activities:** When taking part in after school activities, you should:
  - 47.1 be accompanied by another adult unless otherwise agreed with the Vice Principal /Head of Preparatory Division
  - 47.2 undertake a risk assessment;
  - 47.3 obtain parental consent.
- 48. **Educational visits:** When taking part in educational visits, you should:
  - 48.1 follow the school's Educational Visits Policy;
  - 48.2 be accompanied by another adult unless otherwise agreed with the Vice Principal);
  - 48.3 undertake a risk assessment;
  - 48.4 obtain parental consent;
  - 48.5 never share bedrooms unless in a dormitory situation and arrangements have been discussed previously with senior colleagues, parents, guardians or carers and students.
- 49. **Overnight supervision:** Where overnight supervision is required to preserve the integrity of the examination process:
  - 49.1 you should ensure that a risk assessment has been undertaken and that all members of the household have had the appropriate checks;
  - 49.2 arrangements should be made with and agreed by parents, guardians or carers and the students;
  - 49.3 one to one supervision should be avoided where possible;
  - 49.4 choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the school's guidelines;
  - 49.5 whenever possible, independent oversight of the arrangements should be made and;
  - 49.6 any misinterpretation, misunderstanding or complaint should be reported.

**Communication with students (including the use of technology)**

50. **Communicating with children and parents, guardians or carers:** All communication with children or parents, guardians or carers should conform to school policy and be limited to professional matters. Except in an emergency communication should only be made using the school email accounts/IT network.
51. **Application:** These rules apply to any form of communication including new technologies (including 3G/4G technologies) such as mobile telephones, web-cameras, social net-working websites and blogs. You should also ensure you comply with the more detailed E-mail and Internet Policy, and Social Media Policy.
52. **Dealing with "crushes":** Crushes, fixations or infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a student has a crush on you or on another colleague you should bring it to the attention of the Designated Safeguarding Lead at the earliest opportunity. Suggestions that a student may have developed a crush should be recorded. Staff should avoid being alone with students who have developed a crush on them and if the student sends personal communications to the member of staff, this should be reported to the Principal and recorded.
53. **Acceptable use of technology:** Adults must establish safe and responsible online behaviours and must comply with the Email and internet Policy and Social Media Policy. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on school practices. Local and national guidelines on acceptable user policies should be followed. Staff should also:
  - 53.1 ensure that your own personal social networking sites are set as private and ensure that students are not approved contacts
  - 53.2 ensure that you do not use any website or application, whether on a school or personal device, which identifies your location while on school premises or otherwise in the course of your employment;
  - 53.3 never use or access social networking sites of students and do not use internet or web-based communication channels to send personal messages to students
  - 53.4 ensure that all contact is strictly professional and ensure that parents, guardians or carers have given permission
  - 53.5 only make contact with students for professional reasons
  - 53.6 recognise that text messaging should only be used as part of an agreed protocol and only when other forms of communication are not possible.

54. **Personal details:** Adults should not give their personal contact details to students, including e-mail addresses, home or mobile telephone numbers, unless the need to do so is agreed with senior colleagues and parents, guardians or carers.
55. **Personal mobile telephones and electronic devices:** It is understood that staff may need to check text messages and/or personal emails in the case of an emergency or during break times. Personal use must not interfere with your work commitments (or those of others). It is a privilege and not a right. Teaching staff shall set an example and shall never use their own mobile telephones or other electronic devices whilst they are on duty (whether in a classroom or otherwise), unless the device is being used to make use of an Education App, and any such mobile devices should be switched off or on silent except in the case of an emergency and be kept out of sight of parents or students.
56. **Communicating outside the agreed protocols:** E-mail or text communications between an adult and a student outside agreed protocols may lead to disciplinary and / or criminal investigations. This also includes communications through internet based websites.

#### **Code of conduct for photographs and videos**

57. **Permission required:** Staff should be aware of the appropriateness of taking photographs and videos of any students. Photographs and video footage taken during the course of your employment is the property of the school. Appropriate consents for taking and displaying photographs is obtained from parents, guardians or carers on joining the school. In all cases, staff must follow the guidelines below:
58. **Guidance where permission obtained:** Where permission has been obtained, the following should be considered:
  - 58.1 the purpose of the activity should be clear as should what will happen to the photographs or videos. You must be able to justify images in your possession
  - 58.2 all images should be made available in order to determine acceptability
  - 58.3 images should not be made during one-to-one situations
  - 58.4 ensure that the student is appropriately dressed
  - 58.5 ensure that the student understands why the images are being taken and has agreed to the activity
  - 58.6 all images of children should be stored securely and only accessed by those authorised to do so
  - 58.7 images must not be taken secretly.
  - 58.8 images/videos should only be uploaded on to school devices. Where images are automatically uploaded on to personal devices care must be

taken to ensure they are secure and only kept for as long as is necessary or reasonable.

59. **Appropriate material:** The school recognises that many children have unlimited and unrestricted access to the internet via 3G and 4G. You must ensure children are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and you must not use school property or the school network to access such material. You should not allow unauthorised access to school equipment and should keep your computer passwords safe. If you discover material that is potentially illegal, you must isolate the equipment and contact the Designated Safeguarding Lead in accordance with the school's Safeguarding and Child Protection Policy and Procedures immediately. Students must not be exposed to unsuitable material on the internet and staff should ensure that any film or material shown is age appropriate.

### Gifts and rewards

60. **Anti-bribery and corruption policy:** Before accepting or giving any gifts or rewards, Staff must familiarise themselves with the Anti-Bribery and Corruption Policy contained in this Employment Manual.
61. **If a gift is received:** If you receive a gift from a student or parent you should:
- 61.1 declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £100. The Principal may in her absolute discretion require you to decline the gift;
  - 61.2 decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents, guardians or carers or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value. Any concerns should be raised with the Principal.
62. **Giving gifts and rewards:** Where you are thinking of giving a gift or reward:
- 62.1 it should only be provided as part of an agreed reward system
  - 62.2 in all cases except the above, the gift or reward should be of little monetary value and should be discussed and agreed with the Principal and the parent or carer
  - 62.3 selection processes should be fair and where possible should be agreed by more than one member of staff
  - 62.4 gifts should be given openly and not based on favouritism.
63. **Allocation of gifts and rewards:** Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

64. **Smoking:** The school is a no smoking site. Smoking, including e-cigarettes, is not therefore permitted anywhere on site. If staff leave site to smoke during break times they must ensure that they minimise the odour of smoke before returning to work.

### Childcare Disqualification

65. **Offence:** The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 state that it is an offence for the School to employ anyone to provide childcare in connection with our early years provision (**EYP**) or later years provision (**LYP**) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP (a **Relevant Role**).
66. **EYP** includes usual school activities and any other supervised activity for a "young child" which takes place on the school premises during or outside of the normal school day (a child is a "young child" during the period between birth and up to 1 September following their fifth birthday).
67. **LYP** includes provision for children not in EYP and under the age of 8 which takes place on school premises outside of the normal school day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.
68. "**Childcare**" means any form of care for a child, which includes education and any other supervised activity for a "young child". "Childcare" in LYP does not include education during school hours but does cover before and after school clubs.
69. **Grounds for disqualification:** The grounds on which a person will be disqualified from working in connection with EYP or LYP are set out in the School's Appointment of Staff Policy. Staff are required to familiarise themselves with this document.
70. **Duty of disclosure:** Staff in a Relevant Role are under an on-going duty to immediately notify the school if their circumstances, or the circumstances of any member of their household, change so that they meet any of the criteria for disqualification at any point during their employment with the School. Any failure to disclose relevant information will be treated as a serious disciplinary matter.
71. **Ofsted:** Where the school receives disqualification information about a member of staff working in a Relevant Role, and is satisfied that the member of staff may be disqualified as a consequence, the School is under a duty to report the circumstances of the disqualification to Ofsted.
72. **Waiver:** A member of staff who discloses information which appears to disqualify them from working in a Relevant Role may apply to Ofsted for a waiver of the disqualification.

## Reporting Obligations

73. **The School's position:** It is a contractual requirement, as well as in your interests, to follow this Code so as to maintain appropriate standards of behaviour and your own professional reputation. A breach of this Code may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.
74. **Exit interviews:** All staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of students, the conduct of staff or other matters, during the course of their employment in accordance with the School's policies (including the Whistleblowing Policy, the Safeguarding and Child Protection Policy and Procedures and this Code). Safeguarding children is at the centre of the School's culture and is accordingly considered formally during staff performance development reviews and appraisal and finally at exit interviews which are held with all leavers.
75. **Termination of employment:** If the school ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Governors without delay.
76. **Resignation:** If a member of staff tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral will be made to the Disclosure and Barring Service promptly if the criteria for a referral are met.
77. **National College for Teaching and Leadership:** Separate consideration will also be given to making a referral to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.